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BOSTON, MASS.
Vol. CVI, No. 18

November 14, 1927

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Stabilized New England

STABILIZE means that a much appreciated horse has a comfortable stable and is well fed and cared for. A stabilized community is one that appreciates itself and its people and keeps them comfortable, relieves them of anxiety. This is characteristic of New England, especially in education.

Stability of tenure has always been demonstrated in New England. Long before tenure of teachers by law was thought of anywhere it was an established custom in New England. A good teacher was rarely disturbed in any city in New England.

Stability of position and income has always been regarded as of highest importance. Any investment that is absolutely secure even if the dividend is moderate has always been regarded as preferable to a larger dividend with a risk of the investment. Only those who could afford to lose the principal have ever been justified in gambling on an instable investment.

There are more risks to stability in superintendencies than in teaching. A city teacher's tenure is liable to be jeopardized only when she fails to keep reasonably progressive or fails to mind her own business, professionally and personally.

A superintendent, however, has all of these hazards multiplied a hundred fold, because there are many teachers to satisfy, and this can be done better by being reasonably progressive than by being unreasonably progressive.

A parent makes his complaint of anything and everything to the superintendent, and the local and metropolitan press comment on the superintendent's attitude on every question relating to the school board, to the teachers, to the students and their parents. Politically, fraternally, religiously the city superintendent is jeopardized more than every other educator.

All this makes stability almost impossible, and yet in New England there is practically a hundred per cent. stability among superintendents. With state superintendents and state commissioners it is absolutely one hundred per cent.

There are practically eight hundred city and district superintendents in New England, and in many years there have rarely been eight, or one in a hundred, who have been disturbed by partisan politics, by sectarian prejudices, or by professional jealousies. To those who have known educational conditions throughout the United States for twenty years this condition in New England almost seems miraculous.

Massachusetts was the first state in the Union to provide for the tenure of superintendents by law, and even now she is almost alone in this professional virtue.

"Frontier Days Along the Upper Missouri," by Grace Flandreau, is the most important and interesting story of the Missouri country above Sioux City which we have seen in an illustrated booklet of fifty pages. We think any teacher may have this charming story by writing to the Great Northern Railway, Minneapolis, asking for it.

Harvard's Leadership

HARVARD Graduate School in Education leads the New World in faith in professional education. There has been nothing professional in graduate degree. A state required a graduate degree in order to be a supervisor of a special subject and draw a supervisor's salary. A supervisor of drawing, who is an artist, has visited all art galleries of Europe on three different occasions, but she must step down from the supervisorship because she had no graduate degree. She took a course in domestic science in a summer school, received a master's degree easily, and thus qualified as a supervisor of art, and draws the salary because she has a graduate degree.

Harvard Graduate School of Education gives only a "Graduate degree in Education," and makes it more professionally educational than any miscellaneous graduate degree issued by any one of the hundred universities with graduate courses.

Harvard will not register anyone for a graduate course who has not demonstrated purpose and fitness for high professional service when adequately prepared, and no one can continue in a graduate course if he reveals lack of purpose or adaptability for the professional service for which he has registered.

John Piersol McCaskey

ON OCTOBER 9, 1927, John Piersol McCaskey celebrated his ninetieth birthday. We have known him intimately for almost sixty years. When I was president of the American Institute of Instruction the largest session in its history was held in Montreal, and we went out of New England for only one notable speaker, and that one was Dr. McCaskey, then principal of the Boys' High School of Lancaster, Pennsylvania, with which he was associated as student, teacher and principal for fifty-five years. Mr. McCaskey edited the Pennsylvania School Journal for fifty-five years, the most literary educational magazine that has been published. It was my rare privilege to give Dr. McCaskey probably the most international professional recognition he has had. Our friendship has never weakened in all the years.

Professor Svante Arrhenius of Stockholm, who died in that city on October 2, won the Nobel prize as the originator of the theory of electrolytic dissociation.

Teachers Finance Campaign

THE teachers of Vermont are financing their own illiteracy campaign. They not only volunteer to do the teaching, but the State Teachers' Association appropriates the funds to carry on the movement. Vermont is a state which has a small percentage of illiteracy, but she is determined to blot it out entirely. Her fight is being led by a State Illiteracy Commission of which Frederick W. Wallace, district superintendent of schools, is chairman. The other members are: Carl Batchelder, deputy state commissioner of education; Mrs. Margaret Kelly, state helping teacher; Kenneth Sheldon, deputy state commissioner of education; and Miss Caroline S. Woodruff, principal, Castleton State Normal Training School.

Los Angeles Vocational Meeting

LOS ANGELES is a famous convention city, and the meeting of the American Vocational Association in Los Angeles, December 17, 19, 20, will be the first meeting of this Association west of the Missouri river.

Edwin A. Lee, University of California, president of the Association, has rallied the Pacific Coast States wonderfully, and every section of the country promises to respond nobly to his appeals.

The program presents an array of talent rarely equaled by any national convention.

Here is the first group, of which there are twenty groups almost equally eminent: William John Cooper, state superintendent of California; Susan M. Dorsey, superintendent of Los Angeles; A. H. Hughey, superintendent, El Paso, Texas; Joseph M. Gwynn, superintendent of San Francisco, and president of Department of Superintendence of N. E. A.; Leon J. Richardson, director of university extension, University of California; George P. Hambrecht, state director of vocational education, Madison, Wisconsin; C. A. Prosser, director of Dunwoody Institute, Minneapolis, Minnesota.

Men of Achievement

By A. E. WINSHIP

Richard Hardy

THE sudden death of Richard Hardy, ex-Mayor of Chattanooga, in New York on August 17, recalls a rare friendship of a third of a century. From 1892 to 1906 school men of Chicago and the country around about knew "Dick" Hardy as well as any schoolman.

Those were years when school men thereabouts were hail fellows, loyal to one another to the core. From 1892 to 1897 Hardy was in the "Upper Peninsula" of Michigan, first as superintendent of Ishpeming, then of Escanaba. Then for ten years he was the western representative of Prang Education Company with headquarters in Chicago. Not to know "Dick" Hardy was to argue oneself unknown for the fifteen years at the turn of the century. Then he drifted away from education and devoted himself to leadership in business with headquarters in East Tennessee, forty miles directly west of Chattanooga, where was established a Portland Cement plant. The place was soon named by him as "Richard City."

Through Hardy's enterprise, foresight and heroic leadership the business prospered greatly, and his cement plant has been the chief factor in a consolidation of the cements of the country with a capital of $45,000,000, and he was chairman of the board of managers with headquarters in New York.

He never lost interest in education, and he had at Richard City a school plant for all of the children, mostly boys and girls of the workmen in the plant. With fewer than three hundred pupils the plant cost half a million dollars. He said to me more than once that it had been his object in life to build a school plant that was a little better than any other in the world, and in this he certainly succeeded.

His home was always in Chattanooga, where he was the leading citizen, and for the last two terms he was mayor of the city. One evening some eighteen months ago when I was to lecture in South Pittsburgh, the twin city with Richard City, he motored forty miles from Chattanooga to hear me. That simply signifies the heartiness of his comradeship, which lost none of its friendliness through the years. Such was the Dick Hardy of a third of a century ago, and Mayor Hardy with his millions in 1927.

The Old Schoolmaster

By DENIS A. McCARTHY, LL.D.

Don't you remember old Anthony Cassidy?
Sure, and you must.
Man, but 'twas he had the mental capacity—
Hadn't he, just!
How he could argue a case categorical,
Roll out the wonderful word "metaphorical,"
Talk for whole hours at a stretch like an oracle,
When he discussed!

Socrates' self would be only a fool to him—
Ev'ry young Kelt,
Back in the days when we all went to school to him,
That's what we felt;
Back when we thought that there wasn't the peer of him,
Back when we cringed at the lash of the jeer of him,
Shook in our shoes, when he frowned, with the fear of him—
Him and his belt.

Latin and Greek—he was fluent in either one;
Aye, and bedad,
When that young Dubliner said he knew neither one,
Were we not mad?
My, what assurance that lad from the city had!
Smart he might be, but of sense not a bit he had.
Anthony put him that day, with the wit he had,
All to the bad.

Don't you remember the day Francie Flanagan
(Full of Old Nick)
Placed a bent pin on the stool of Ned Hannigan
(Hoary old trick!)
And when old Anthony somehow caught sight of it,
Out came the belt, and no pupil made light of it;
Sowl, but poor Francie that day felt the bite of it
Right to the quick.

God rest your soul, dear old Anthony Cassidy!
You were the one
Never would stand such a deed of audacity,
Off days or on.
You were severe, but no boy went away from you
Nursing a grudge, and here's something to say for you:
All your old pupils are ready to pray for you,
Now that you're gone!

—The Book Builder

Belding's Page

HONESTY

HOW to raise the general level of integrity is one of education's most important problems.

You know the story of the housewife who was deploring the quality of servants obtainable nowadays: "You can't trust them a minute," she said. "One maid I had took all the nice towels I collected on Pullman cars."

I heard of a home recently where the guest towels all bore the names of well-known ocean liners. Railroads, steamship companies, and hotels report enormous losses due to the dishonesty of patrons who think no more of tucking silver spoons in their pockets than of breathing.

Some of the bonding companies estimate that less than two per cent. of folks are dishonest to the point of stealing money or securities. What is the percentage that would make off with another person's umbrella? Well, the percentage is so high that a judge used it as an illustration the other day, when he said of a certain class of crooks that they thought no more of stealing an automobile than if it had been an umbrella.

You may regard this as far afield from the subject of education; or as an airing of a grudge because of some recent loss on my part. I deny both allegations.

Education has got to reach the inner life of the boy and the girl and touch the springs of character. This cannot be done effectively unless a proper sense of the individual's relationship to society as a whole is awakened by teachers who view such relationships clearly and maintain their own conduct at the same high level which they recommend to their disciples.

POWER TO THINK

EDUCATION for life and for the development of power to think, rather than acquisition of ready-made knowledge, was emphasized by President Arthur Stanley Pease in his Amherst inaugural.

An important distinction is that which President Pease drew between the two kinds of teaching—that of the man who teaches his students to form their own opinions and to discover hidden truths, as against the instruction which consists in distributing second-hand knowledge in convenient packages.

The tendency of many colleges has been to set a higher value upon the dry-as-dust researcher who writes drier-than-dust books and delivers Sahara-like lectures to drowsy students, than upon the man able to vitalize the intelligence of the younger men before him and to lead them to independent thinking.

President Pease is himself a man of the teacher type—a thorough scholar, but able to put the human factor above mere bookishness. Amherst should enter an era of enhanced usefulness under his leadership.

QUARANTINE—WITH BOOKS

NEWSPAPERS in Lexington, Ky., were called into service recently to keep pupils in touch with their teachers during a wholesale quarantine. Infantile paralysis furnished the occasion for an experiment which has been tried elsewhere to prevent the spread of influenza and other epidemics.

The two newspapers of Lexington are said to have entered into the arrangement very willingly, offering to devote whatever space might be needed for the announcement of lessons to the more or less eagerly waiting boys and girls. Radio, likewise, could be brought into play, lest the marooned pupils forget the sound of the teacher's voice.

Parents and pupils were reported to be cooperating with the school authorities in keeping up the work. A worthwhile result of such an arrangement would be a more intimate understanding upon the part of parents with regard to the operation of the schools, and eventually, a more sympathetic relationship. Other and unexpected benefits are sure to ensue as by-products of such a situation. These should compensate in part for the loss of school time and instruction.

Incidentally, it won't hurt the press to have its attention called to its powers and obligations as an educational adjunct.

LEADERSHIP, THREE KINDS

LEADERSHIP which demands little gets less. Leadership which offers a challenge to difficult but serviceable enterprise meets with splendid response. Leadership which demands much, but is not inspiring so much as selfish, gets only such response as reluctant followers feel constrained to give.

THE MAKING OF TEACHERS

WHILE it is still true that the best teachers are born, not made, the birth-rate of naturally gifted teachers does not keep pace with the demand. And so it has become necessary to train for the high calling of teacher many who were not endowed from the start with needful qualities. It is a large order.

Anson W. Belding

Associate Editor.

School Problems

Edited by a School Executive

21. Should vacation weeks include holidays? (Massachusetts)

The answer to this question depends somewhat on the section of the country, and seeing it is from New England I shall answer it from that viewpoint. If you should send that question out to the teachers and give them time for consideration I feel sure the answer would come back "yes." The first reaction of a few would be that you were trying to put something over on them by taking away their holidays, but most teachers feel the school year very short to do all that they wish and all that is expected of them. They feel that holidays, vacations, special days, trips, special work and so on, all are making heavy inroads on their actual teaching time. If the program can be arranged to include some of the holidays in the short vacations it is a good plan.

22. Is it better to have one parent-teachers association in a town or several, one in each section? (Delaware)

That depends somewhat on local conditions. In very large places sectional groups are better. They are more easily handled as to size, and yet represent a territory large enough to keep them from being provincial. In towns and small cities there is danger lest small district parent-teacher associations be narrow and selfish in their viewpoints and interests, and strive to get things for their section without proper regard to the rest of the town or city. Therefore, in the town or small city the general parent-teachers association works out best for all. We have only begun to tap the possibilities in parent-teacher associations.

23. Do you believe there is any danger of overdoing individual instruction? (Wisconsin)

Yes, there is. If a child is allowed to pursue the solution of the great majority of his problems on an individual basis and from an individual viewpoint he loses much of the social value of school life and is not prepared to live with people. This results in a great loss to the community as well as to the individual. In using plans that promote individual instruction the question becomes how much? About half time seems to be a popular answer at present. However, most of our systems need do little worrying on giving too much time to individual instruction, for we are still erring on the side of class work which ignores individual talents and needs.

24. How can we increase the use of milk lunches with our school children? (Rhode Island)

Some of the fundamental ideas underlying the successful milk lunches are:—

1. High grade, pasteurized milk.
2. Minimum price.
3. Enthusiastic teachers.
4. Carefully planned, time-saving organization.
5. Education of pupils and parents to food and economic values of milk.
6. Means of supplying free milk to needy, underweight children.

If you wish to increase the number of children taking milk in your schools study the situation from these six points, and strengthen your weaknesses. There is no point more important than enthusiastic teachers, and frequently teachers have to be inspired with the great possibilities of returns from a little time and effort spent in this line.

25. Is there danger in overemphasis on results? (Indiana)

Yes, there is danger in overemphasizing results particularly in the use of modern methods that stress individual procedure and make use of the "unit of work," "job sheets" and individual projects. If the child goes from one piece of work to the next more difficult just as soon as he has got results in the first we must safeguard against or head off the idea that life is just one series of acquisitions through which one piles up results for oneself. That is just as bad as the old stuffing information process and more selfish in its attitude. Working at big jobs which stretch over a greater time and only bring partial results but growth in power as one goes helps to offset the danger. Plenty of group work with its co-operation and toleration running along with the individual procedure is the wholesome, natural way of living in school and out. Modern systems of learning, in their enthusiasm for the long neglected talents and tastes, need to watch an overemphasis on results. Remember the old saying that in the game and not the goal lie the growth and joy of life.

The Man With the Folded Arms

By WILLIAM McANDREW

SUPERINTENDENTS have given the country another American Revolution. It is not so picturesque and exciting as the overturn in '76, but it is one of the most vital movements of our day. I recall a superintendent of my youth whose customary attitude was that of folded arms. This meant "I'm through." He had accepted the textbooks and course of study. No one ever saw him in a classroom. No teacher ever remembers having him discuss the purposes and methods of instruction. One grade knew not the doings of any other grade. If a teacher could keep order she was employed from term to term, unless she got into difficulty with some prominent parent, reasonable or unreasonable. Children were sent to school to learn. If their parents didn't care, or if the children didn't, out they went and found employment somewhere. Any good policewoman could teach school. Any one with sufficiently important friendships could be a superintendent.

Behold the changes! Laws are passed requiring all children to attend. From a privilege, education evolves into a right, and then into a duty. From a good disciplinarian who has merely to give out lessons and hear them recited, the teacher finds herself expected to get education into the make-up of uninterested children whom heretofore the school could drop out of its membership without turning a hair.

Progress! After a period of teachers' conventions at which practitioners read papers telling of the success they had with their peculiar method of teaching spelling, after the Normal Schools had floundered about with courses in "methods" evolved from hypotheses in the designers' heads, the principles of science seep over from medicine, from agriculture, from other arts. Armchair psychology gives way to recorded results of experiments on the mind. A group of investigators bring out the astounding fact that the thing we in the schools called reading prevents the reader from understanding what the print says, and from being able to talk intelligently about it or to recall it after an interval. A thousand experiments establish that the reader who keeps his mouth shut understands best and remembers longest. We old chaps know that this doesn't stand to reason, and we orate against it. Then others try the experiments and we object less loudly. Pretty soon we find our neighboring school systems rejecting oral word-listing, miscalled reading, and we fall in line.

We had been teaching a logical subtraction:—

326
—239

Nine from six I cannot take; borrow one ten from the two tens; nine from sixteen leaves me seven. I have left one in the tens columns. Three from one I cannot take. I borrow one; three from eleven gives me eight; two from two is naught. Answer, 87. That is logical. It stands to reason that it is the way to perform subtraction. The experimenters, drat 'em, prove in thousands of cases that if instead of taking three from eleven I take four from twelve, a much less logical and beautiful method, I work more quickly and make fewer mistakes. My fine logical analytical way of teaching how to commit a poem to memory has been pushed into the discard by experimenters who show that, logic or no logic, it is unproductive and uneconomical.

Our pleasure in declaring a thing is so because it stands to reason has been ruined by these Thorndikes, these Buckinghams, these Whipples, these Woodys, these Horns, these Judds, these Morrisons. It stood to reason that, if a man were sick, his blood was poisoned. Therefore, let his blood. Then some unregenerate counted the number of patients that improved after bleeding and found them astoundingly less than those that were damaged. It stood to reason that Lister's fussy washing of hands and disinfecting of instruments was poppycock. But a count of his patients showed the amazing reduction of mortality in his cases down to five and six per cent as compared with the terrible eighty per cent. in those of other surgeons. The method of science has invaded our field of assertion. Proof has supplanted guess. The school manager with the most positive tongue is being pushed to the wall by the fellow with the achievement graph. There is a proved and incontrovertible better way of teaching reading than a number of poorer ways. The same is true of writing, spelling, arithmetic and civics. The researchers will have a corresponding offering soon for history, for geography, for everything the school attempts to do. To expect me, a teacher, to put these improvements into use as soon as they are presented to the world is to go contrary to the history of mankind. The combined influence of British surgery fought Lister with ridicule, abuse, and contempt. The chief opponents of Horace Mann were schoolmasters in the intellectual capital of America. James Rice, the father of standard tests, was the butt of the most eminent orators of the National Education Association. There is no calling more accused of loving the rut than that of teaching. Wherefore civilization has evolved the school superintendent. He organized courses of study; he devised reports of attendance; he conducted institutes; and then he folded his arms.

If the teacher and the children and the books are together what more is there to do? The testers have shattered our complacency. A perfect curriculum, the best books, intelligent children, and a hardworking, conscientious teacher in conjunction are found, over and over again, to produce sixty or seventy per cent. of what similar curriculums, books, children and teachers are producing elsewhere. Why? One is superintended; another is not. Whereas every productive organization, industrial, commercial, military, sanitary, is organized on the basis of planning, inspecting, correcting, and follow-up, this preponderatingly important and complex service of ours has allowed an amazingly large number of half-baked young girls and semi-ossified old men and women to dawdle over processes that never have been established as productive. Every comparison I have seen of the effectiveness of instruction received by Swedish, by Norwegian, by Danish, by Czechoslovakian, by Flemish children, placed alongside of that affecting American boys and girls, shows an astounding mental clumsiness of our youth. The superintendent is awakening to the fact that the thing of paramount importance is not addresses to Rotary Clubs, not the planning of school buildings, nor the purchase of books, but like a regular foreman, the superintendent is spending his time in the works, seeing that waste is prevented and results are secured. Who says teachers don't like it? I liked it as teacher, I liked it as principal, so did Haskell and White, and Thurston and Dewey, and Frazer, my intimate school friends. To be observed by a competent director, to be asked why we did this; to be told of a good theory our visitor had seen in another school, to consult on the details of our profession, isn't a thing to be disliked. If I dislike it there's something wrong, not with the thing itself, but with the manner of it or, most likely, with me, the inspected. Good workmen do not dislike to have their work examined. A lot of foolish perversion about academic freedom has tainted teaching. Academic freedom means liberty to teach the truth. It doesn't mean permission to waste the lives of human beings by stupid and profitless methods. The poorest teaching in America, you have often heard, is in the universities where academic freedom is so ripe that it has passed into the next stage. If the heads of departments in the university I attended had had the courage to walk through the works and had seen the stupidities perpetrated on what I call my mind, I should have gained in those four years something from the course of study, which now I look back upon as a sheaf of dry husks, such as what the prodigal did fill his belly withal. But whether I as a teacher like it or not, my superintendent's obligation is not to me, but to the community which pays him and me our wages. It needs citizens, reliable, accurate, persistent, trained to think, not memorize, disposed to self-reliance, to service. There are better and poorer ways to train them. It is the business of a superintendent to see that the known better ways are used whether my freedom is limited or not. If he can sympathetically lead me so that I can gladly accept the better way, he does well. If he cannot coax me he must lay down the law and enforce it. The school life of children is too short to let me waste it by my use of my teacher's position as a fighting ground or as a mattress. As Brother Winship has often said, the last five years mark a renaissance of supervision. The principal has become a production manager, the superintendent has unfolded his own arms.

What Did You Do?

By W. A. FRASER

Did you give him a lift? He's a brother of man
And bearing about all the burden he can.
Did you give him a smile? He was downcast and blue,
And the smile would have helped him to battle it through.
Did you give him your hand? He was slipping down hill,
And the world, so I fancied, was using him ill.
Did you give him a word? Did you show him the road,
Or did you just let him go on with his load?
Did you help him along? He's a sinner like you,
But the grasp of your hand might have carried him through.
Did you bid him good cheer? Just a word and a smile
Were what he most needed that last weary mile.
Do you know what he bore in that burden of cares,
That is every man's load and that sympathy shares?
Did you try to find out what he needed from you,
Or did you just leave him to battle it through?

Do you know what it means to be losing the fight,
When a lift just in time might set everything right?
Do you know what it means—just the clasp of a hand,
When a man's borne about all a man ought to stand?
Did you ask what it was—why the quivering lip,
And the glistening tears down the pale cheek that slip?
Were you brother of his when the time came to be?
Did you offer to help him or didn't you see?
Don't you know it's the part of a brother of man
To find what the grief is and help when you can?
Did you stop when he asked you to give him a lift,
Or were you so busy you left him to shift?
Oh, I know what you meant—what you say may be true—
But the test of your manhood is, what did you do?
Did you reach out a hand? Did you find him the road?
Or did you just let him go by with his load?

—Sovereign Visitor, Omaha, Neb.

Strengthening the Hypotenuse

By BERTIE E. PERKINS
Georgetown, Delaware

THE three great institutions that have given us our strong and successful country—the great triangle that must ever support the civilization of the world—are the church, the school and the home—these three—but the greatest of these is the home. And the hypotenuse of this great triangle must be strengthened.

When Theodore Roosevelt met the first Mothers' Congress at Washington in 1908 he greeted them in these words: "There is one body that is ahead of the veterans of any war, for when all is said and done, it is the mother and the mother only who is a better citizen than the soldier who fights for his country. The successful mother who is training and rearing aright the boys and girls who are to be the men and women of the next generation is of greater use to the community, and occupies, if she did but realize it, a more important place than any successful man in the community."

Jacob Riis—his great friend—said: "The children are our tomorrow. As we mould them today, so will they deal by us then. Unsafest of all is anything that strikes at the home."

But many years before he spoke those words Froebel, that great lover of children, said: "The destiny of the nation lies far more in the hands of the women—the mothers—than in the hands of those who possess power."

Many problems would be solved if we could strengthen the hypotenuse of the triangle—if we could arrest the passing of the home. This sacred institution must not slip carelessly out of the lives of this generation. No brilliancy of genius, no triumph of science or of industry will keep our country from ruin and destruction if the passing of the home becomes a reality.

Whether the mother—and this means also, the woman with the mother heart—whether she wishes the honor or not—she cannot shirk the responsibility—she is still the nation's supreme asset. Woman's success along other lines must not blind her to the fact that the sphere where she has made her first, last, and greatest success, and where there will always be the first, last and greatest need of her service, is in the home. We hear too much of "the shot heard round the world," and too little of the "message heard round the world." That message thrills everyone who realizes the scene—that awkward lad standing by the bedside of his dying mother, listening to her last message of love and inspiration: "Abe, be somebody, boy. Live so that the world will be glad you was born." Then hear the tribute paid to this mother years afterwards when he said: "All that I am or ever hope to be, I owe to my angel mother."

Home ought to be the great central school of character building. It should be a hive in which, like the industrious bee, youth garners sweet memories for old age to feed upon.

There is a vast difference between house-keeping and home-making. "House-keeping is for the day; home-making is for eternity." There have been some women so clean and neat, they have swept their families into the street.

It takes two parents to make a home. It is said that the American man is usually willing to give his family everything but himself. We need campaigners for better home life. This is a great day for clubs; father belongs, mother belongs, and children belong. Home life has been simply clubbed to death. As parents we are too willing to delegate our responsibilities to others; we are too willing to let others do for our children what we ourselves should do.

If we are to conserve the home we must begin with ourselves to put first things first; we must conserve the human factors that make the home; we must make education everywhere, in the church, in the school, and in the home, count first of all for character. But character is caught, not taught, therefore we must be careful in the selection of our teachers.

No matter how many playgrounds, no matter how much health education, medical inspections and inoculations, no matter how many intelligence tests or examinations passed or prizes won, if we fail to make the child strong and high-minded, loving truth and hating a lie; if we fail to teach him obedience and reverence, if we fail along the character-building lines, we have failed utterly.

O America! let's get back to the homes where Christian ideals are taught; let's learn the words of "Home, Sweet Home," along with the salute to the flag, let's pledge allegiance to the Christian home. All this may cost pleasure, social advantages, money and labor. Heaven alone knows the cost, and heaven alone knows the worth. The child is still in the midst, and we know the value the Master set upon him when He said: "Of such is the Kingdom of Heaven."

"One ship goes east, another west
By the selfsame winds that blow;
'Tis the set of the sail and not the gale
That determines the way they go.
Like the winds of the sea are the ways of fate
As we voyage along through life,
'Tis the set of the soul that determines the goal
And not the calm or the strife."

The minister, the teacher, the mother, by setting

the soul are determining the goal of the next generation.

The church, the school, the home, these three, but the greatest of these is the home.

Vive L'Amerique

By ROBERT E. DOWNS
Assistant to Superintendent Edward J. Tobin,
Cook County, Illinois

IN RESPONSE to a request from Dr. Winship I am submitting my impressions of the reception of the American Legion in France. Not having been forewarned I am forced to write about a few of the things which pass through my mind as I hurriedly resume my work in Division Seven, Cook County, Illinois.

The American Legion parade has been featured by the press and the movies, in fact the entire trip has been so thoroughly covered that little remains to be said. We all know that the Legion was accorded the rare privilege of marching beneath the Arc de Triomphe. Only once since 1870 have ranks marched beneath this famous structure; that once the war-time legion of the United States. May I add to the reports thus far a few of the things which impressed me as we marched through the Avenues of Good-Will in Paris. No other city could have had the enthusiastic crowd and not even Paris has ever seen so many people at one time. Children will always witness a parade regardless of what it is for, but everywhere along the lines were the grandmothers and grandfathers of France, many of them leaning upon canes. It was in their faces we read the message which thrilled us as we marched through the miles of boulevards. The boys at the end of the lines were cheered by voices husky from the strain, but generous to the last. Elderly women threw kisses and waved when they could no longer use their voice. "Vive l'Amerique" was upon every Frenchman's lips; in his smile and fervor was an inspiration which melted the reserve of the marching Legion. Dignified Americans broke ranks to look back or dropped out of line to clasp the hand of some one along the line—sometimes a little boy but more often an aged woman or man whose greeting drew a response a smile could not return.

The boys cheered the French in characteristic American style. "Altogether, boys; one, two, three, 'Vive la France.'" Up and down the Legion lines the cheers rang out. Back from the human wall on the sidewalks, from balconies, from house-tops, came the response a thousandfold, "Vive l'Amerique," "Camarades." The Stars and Stripes flying above the Tri-Color of France on all the public buildings was a token of respect beyond the wildest imagination, and coupling that with the ardor of the populace no Legionnaire had the slightest doubt of the sincerity of the French people in their expression of goodwill toward the United States.

After the emotional thrill of the parade one would have expected a re-action, or at least a state of satiation beyond which nothing would register. This was not true. Upon every opportunity the French displayed a friendly consideration which added more and more to our soaring regard for them. At the two musical revues we attended "The Star Spangled Banner" was played, unaccompanied by the "Marseillaise." Immediately the audience arose and stood at respectful attention.

To pass to the ridiculous, may I write of this incident. Four Americans of the type who cannot sing, but will sing, were seated at a table in front of the Cafe de la Paix. Something they had imbibed recalled to them the songs we used to hear, "Sweet Adeline," etc. Crowds gathered until the traffic along the famous Rue de la Paix was practically shut off. Occasionally the boys sang something familiar to the French and the crowd joined in the song. The gendarmes jovially helped passing cars through the crowded street until the former doughboys lost their inspiration and moved on. The good nature and unconventional manner of the Americans in cases such as this seemed to appeal to the French people.

One evening three of us wanted to get off the beaten path to try our wings in a part of Paris not frequented by tourists. We rode the subway far out to a section of the city quite different from the Paris we had seen. We picked a crowded restaurant and found ourselves the only foreigners in the place.

After an awkward pause we found three places at a long table. The menu overwhelmed us. There was listed every kind of food, but we had not the slightest idea how to order any of it. A lady on the opposite side of the table was eating her dessert. She came to the rescue. To discourage suspicion may I be so tactless as to refer to a woman's age—she was ten or more years our senior. By pointing to food on other people's plates, by drawing pictures of food, and with numerous gestures she interpreted the menu, ordered what we wanted, waited until the last dish was served, smiled and left us. We were nourished not only by the food but by a manner of treating foreigners which is none too common in the United States.

Many were the instances similar to the above which showed the courtesy of the French people. This one I will never forget. On our way to the Marne, Chateau-Thierry, Belleau Wood, and the

American cemeteries we passed through the countryside of France. Women and men at work in the fields waved, children stood at the gates and waved "Old Glory," smiled and cheered us with "Vive l'Amerique." We were accustomed to this by now. One great thrill was saved for us. From the hands of the little ones came bouquets of flowers that we might decorate the graves of the American soldiers at rest in France. I am not ashamed of a few Yankee tears which broke through and fell on the first flowers that landed in my lap.

Personally, the history of France, her valor, art, and culture had long captivated my fancy; I went over respecting the French people—I came home loving them.

The Kindly Rhyme as a Teaching Method

By MRS. H. CLAY PRESTON

Director, Department of Humane Education,
The American Society for the Prevention of Cruelty
to Animals, New York City

CHARACTER education, moral education, and humane education all adapt themselves to correlation with other school subjects, and in the opinion of most experts should be taught by this indirect method.

It has taken a long time to learn how to teach humaneness. We have talked and preached to the child. Now we are beginning to understand how to get his reactions.

Nature study seems to be the starting point and the natural medium of introducing humaneness into the curriculum. This subject not only acquaints the pupil with the world of nature about him, but also leads him to take an intelligent interest in all forms of life associated with his environment.

While the children in the country have an opportunity to study birds, insects and farm animals, city children are familiar only with the domestic animals that are more intimately a part of the family life in urban communities—the horse, dog, cat, rabbit, guinea pig, caged birds and even goldfish.

After being taught to know and to understand animals and birds, their habits and needs, how may the child give back to the teacher his ideas and conceptions of the knowledge gained, and adapt it to his environment?

First, and most important, is the added interest and resultant kindness developed in his attitude towards the animals and birds about him. But some expression of this increased interest must be given to show the teacher that the lessons taught have met with the objective for which they were intended. Let me quote from a prospectus adopted by the Studio of Expression and General Culture in Denver, Colorado:—

> "It is natural for a child to love pets. A child who has spent the early part of his life deprived of the companionship of pets, has, I believe, missed one of the fundamental experiences toward character building.
>
> "To teach expression to children by teaching them to be kind and fair to animals, develops in them a strength of character and a strong personality that will lead to true citizenship. 'Humane Education' means justice for all.
>
> "In teaching expression to children we are using as our textbooks, 'Lessons for Teaching Humane Education,' published by the American Society for the Prevention of Cruelty to Animals."

Until a comparatively recent time the most universal method of self-expression employed in our schools has been the oral and written composition. When the subject chosen is closely allied with the nature study lesson ample opportunity is given the pupil to express his thoughts in his own language and thus convey to the teacher the impressions that the lesson has left upon his mind. A new, and to many an equally effective and even more attractive method in connection with the English lesson is the writing of the verse or rhyme.

The laws governing the protection of all animals should be a part of the course in civics of every elementary school. New York State provides for this in the syllabus for civics and patriotism. The correlation of civics with English and art is illustrated by a seventh-grade pupil in a drawing which shows a dog looking wistfully out from the dog-catcher's wagon, and supposedly saying:—

> "If you've a dog you want to keep,
> Don't let it loose upon the street
> Without a license, leash or muzzle.
> When he's captured, to him it's a puzzle.
> If thus you let him run around,
> He's sure to end in the City Pound."

The abandonment of an animal is an offence punishable by law, and is the act of a cruel and thoughtless person.

Children are being taught to understand the laws governing the rights of animals as well as the responsibility of ownership. This cannot help but result in bettering the condition of all animals, as well as being a vital force in character education and good citizenship.

Some drawing teachers object to the rhyme as detracting from the artistic merit of the poster. This criticism is met by the suggestion that the verse might accompany the drawing as a separate feature, and could be written by one child and the drawing made by another, thus furnishing an opportunity for children in the English and civic classes to participate in the poster work, even though they have not the ability to draw or paint.

That the horse has not been entirely supplanted by the motor vehicle in the minds of the children is proven by such sympathetic rhymes as these:—

"A horse
Helps in the war,
Helps in peace,
Now he is old
His work should cease."

"When you are in the house,
And it is nice and warm.
Don't forget the horse
Out in the storm."

The cruelties incidental to the transportation and slaughter of food animals overshadow all other forms of cruelty inflicted upon domestic animals, and as all reforms are brought about by education, we believe that even these inhumane practices will in time be corrected, as children of school age are learning of these cruelties and are being taught to respect the rights of all living creatures.

Another much-needed reform concerns the cruelty involved in the trapping of fur-bearing animals. That the tragedies of the forest are a blot upon our civilization, we all agree. That the reform lies in education is our belief. It is inconceivable to think that any child after having been taught to know and to understand the little wild people, will cruelly hunt or trap them. If the lives of wild animals must be sacrificed, then let it be done in a humane manner.

The laws governing hunting and trapping should be studied in their relation to the conservation of wild life. This is provided for in the nature study course as prescribed in the State of Connecticut, where it is also correlated with art and English. Many posters recently submitted in a state-wide contest condemn all forms of cruel hunting and trapping, and demonstrate the practical side of correlation with both art and English. One child writes:—

"Hunters shoot these little hares,
Trappers trap them in strong snares.
Let us stop these vile marauders,
Teach them better law and orders."

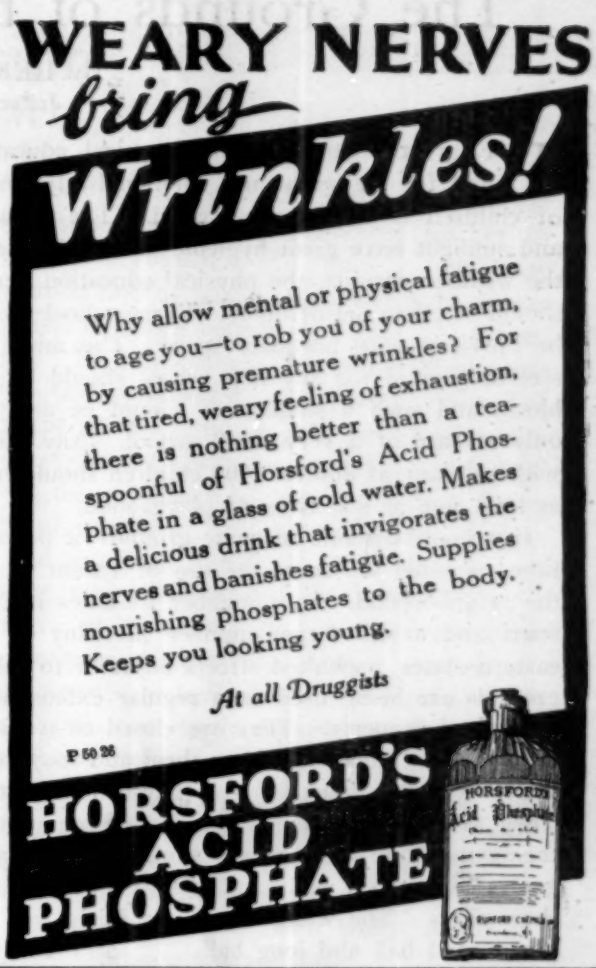
That the rhyme is better than the simple slogan to describe the lesson illustrated by a poster has been convincingly shown in recent humane poster and rhyme contests conducted under the direction of the writer.

There is no lesson in humaneness that has not been reflected in these contests. The idea was accepted by both teachers and pupils as a new and altogether delightful mode of self-expression. You may think it only the especially gifted child who is able to write a rhyme. It has been demonstrated that any normal child may be taught verse-writing as well as any other form of English composition.

The rural school, where one teacher has charge of all subjects, affords an equal, if not better, opportunity for the correlation of humaneness with all curricula subjects. It is she who moulds the minds of her pupils in all channels of thought. Compare the drab, uninteresting rural school of a few years ago, when the children were taught only from books, with the modern methods of today, through which pupils are allowed to express in poster-making, verse-writing and even modeling, their conceptions and thoughts of the everyday life around them. The joy this brings into their lives is pathetically expressed in verses written by a thirteen-year-old child attending school in one of the smallest of our rural communities:—

"The cold, dark days have come,
The winter winds are here.
Chick-a-dees in the apple tree
Are the only sign of cheer.

"Only the oak leaves cling to the trees,
And they are stiff and brown;
The school is the only lively place
In our deserted town."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The Grounds of the Elementary School

By HENRY S. CURTIS
Jefferson City, Mo.

THE great opportunity for physical education and for the social and emotional adjustment of children is on the playground. The open air and sunlight have great hygienic value. Whenever the weather permits, the physical education period should be taken out of doors. Every school should be provided with adequate space. The minimum size of ground for any new school should be one block, and such a small area should be accepted only in case of a very small school. Any school with as many as 800 to 1,000 children should have at least five or six acres of playground.

In schools without adequate grounds it is sometimes possible to secure the use of vacant lots in the neighborhood. In a number of cities in Missouri and a still larger number in many of the eastern states asphalted streets adjacent to school grounds are being used as a regular extension of the school property. They are closed to traffic at the time the school is to use them and may serve fairly well the purposes of physical education. They are much better places for marching than the gymnasium and serve admirably for such games as captain ball, end ball, volley ball and short races. The wider streets do fairly well for playground ball and long ball.

The school ground should, in most cases, be under-drained by running lines of tile out to the sewer or curb. It should be made nearly level. Hillsides always gully out after rains, making it dangerous for children to run over them. They cannot be kept in condition. At least a portion of nearly every school ground lying immediately around the school building should be surfaced either with torpedo gravel or crushed limestone. If it can be afforded, the ground should be excavated to a depth of eight or nine inches, leveled, and then filled in with five or six inches of broken stone or coarse cinders, and about three inches of crushed limestone put on top of this. Such a surface does not get dusty and can be used immediately after rains.

There should be shade around the edge of school grounds. A double row of trees should be planted just outside the sidewalk and just inside the fence line. But just as no college would think of planting trees on its football or baseball field, trees should not be planted promiscuously on school grounds. They may be all right around special features such as tennis courts, but play spaces should be kept free.

So far as shrubs are used, they should be either immediately about the building or in a low hedge along the walks. Flowers may be planted around the flagpole, or flowering vines over fences or buildings.

Along the side of every school ground there should be a short running track of crushed cinders, not more than 100 yards in length (fifty yards will do very well). This should be from twelve to fifteen feet wide. Parallel with it there should be a jumping pit full of sand or sawdust, or spaded earth. These give opportunity for trying out the badge tests and for the short dashes which all small children enjoy.

The culmination of interest in running comes at about the age of ten or eleven. At this time girls can run as fast as boys, and there is an almost universal interest in running activities. Where it is difficult to get more than ten per cent. of a college group to run, or twenty per cent. of a high school group, there is little difficulty in getting eighty or ninety per cent. of a group in the fifth or sixth grade. At this time all children should have a little training in how to start, how to place their feet and get their stride in running events.

If all children are to have their recesses at the same time, certain spaces should be set aside for the small children, and others for boys and for girls.

So far as the elementary school which ends with the sixth grade is concerned, there should be no provision for basketball. It is quite as well even where the whole eight grades are in the building if basketball is not provided.

Basketball is the most strenuous activity we have. It represents two or three times the strain of football. It is all right for the younger children to practice throwing baskets if they wish to. In the seventh or eighth grades they may play nine court basketball, but they never learn to play the regular game well during these years. It is much better for them to give their time to activities suited to their ages.

The major sports of the fifth and sixth grades should be dodge ball, volley ball, playground baseball and soccer. By the end of the sixth grade every boy and girl should play these games well. Places for these activities should be set aside, and the ground should be kept marked during the season.

The first two years in college should be given over to general education. At the end of that period the student may call himself an educated man. He knows enough for general purposes. From that time on he should begin to specialize. —Max Mason.

Supervision

By E. C. HARTWELL
Superintendent, Buffalo

A SUPERINTENDENT of schools finds lamentably too little time or opportunity for the supervision of instruction. Principals of high schools find themselves in somewhat the same category. Principals of our larger elementary schools, even those who are equipped to give constructive help to teachers, declare it difficult for them to find the time for very much organized supervision.

The supervision of special activities, such as manual training and physical education, may be more or less satisfactorily provided for by a director from the superintendent's office, but the general situation with reference to the supervision of classroom work in the regular subjects in all too many elementary and secondary schools is far from satisfactory. The money appropriated by a community for education and the effort expended in administration produce satisfactory results only as the individual child receives from his teacher a service which is at once skilful, efficient and steadily improving. It is folly to assume that because a man is a college graduate he is, therefore, a good teacher, or that a summer course in Elizabethan literature with credit leading to a degree will necessarily improve the performance of an incompetent teacher of sixth-grade arithmetic. To pass a qualifying examination and to secure an appointment do not of themselves afford permanent assurance of competence. To have taught for twenty-five years without being dismissed, particularly under our permanent tenure law, is not necessarily convincing evidence of superior teaching. It is even possible for a teacher to prepare a class for a successful encounter with the Regents' examinations and still leave something to be desired.

To the man who believes that the teacher is the centre of gravity in the educational system, neither extension work, compulsory courses, advanced degrees, examinations, achievement tests, rating charts, nor required reading—all excellent things in themselves—will take the place of individual stimulus and help. Sympathetic, constructive, organized and greatly increased supervision of classroom instruction by someone who is competent to give this service, presents to my mind the greatest problem with which American school administration today is faced.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Five Princesses—V

(Continued from November 7)

The fifth princess dwelt in no castle at all. Her home was in a little cottage by the side of a quiet river. Around her stretched streets and alleys and the houses of the very poor. For a garden she had a potted geranium and for a servant she had a faithful little dog that went about with her, wagging his tail and looking up out of big brown eyes.

If a little child cut his finger on an old tin can, he ran to this princess and she cared for him; if a hard-working mother needed someone to mind the baby, this princess was always on hand to help her; if there was trouble anywhere, the princess was appealed to and her advice was listened to and followed.

Is it any wonder then that when she looked at her horseshoe, she thought of work to be done for others and wished for herself only the love that would make it possible for her to do even more than she had done in the past.

No sooner had she made her wish than a little child came running in through the open door.

"Dear princess," he said, "my father has no work and we are hungry."

When he went away he carried with him all the food the princess had in the house for herself and dog to eat. He had hardly gone when a ragged woman knocked at her door. "It is cold," she said, "and I have no clothes to cover me." When she went away, she wore on her shoulders the brown plaid shawl that for many winters had kept the princess warm.

Hardly had she gone when a widow stopped to rest on her way to market. "Alas," said she, "the rent is due and I have no money to pay it with. What shall I do?" When she rose to go, she had in her hand the last cent the princess owned. That night the princess and her little dog went supperless to bed. "Ah, me," cried the princess, "If I only had more food and more clothes and more money for those who suffer in this cruel world."

So the days passed and the fame of the princess went abroad in the land. Strange stories began to be told about her; how she walked with a golden glory circling her head; how, when she smiled, children forgot their hurts and grown people grew well; how birds sang when she went by and even evil people sent her money and clothes and food and felt better for so doing. At last these reports came to the ears of a great prince who was tired of the sham and foolishness of the life around him. "If these reports are true," said he, "she shall be queen over all this country." So saying, the prince journeyed to the home of the princess. He found her watering her one scarlet geranium. "More lovely is she," cried he to himself, "than the fairies who dance under the blossoming apple trees in my orchard! Everything people say about her is true. She had a golden circle around her head where the sun shines on her beautiful hair. There is health and strength in her smile, and about her seems to hover a great spirit of loveliness." The wedding day came at last. It was a warm and beautiful day in the month of May. The princess looked at the horseshoe and remembered the old Goon and a longing filled her heart to see him once more and tell him of all the good fortune and love that had come to her. So she wandered slowly up to the grassy place before the Goon's cave.

The old Goon was sitting in front of his cave on an orange-colored mushroom. One would have passed right by without seeing him, for he was no bigger than a bee. Like all other Goons he had the strange power of making himself big or little just as he chose, and in this he was no more fortunate than the rest of us, for we can all make ourselves big or little whenever we want to.

On this sunny day in May the old Goon preferred to be little, because he wanted to hear what the princesses had to say behind his back. Strangely enough, the five princesses arrived before the Goon's cave at exactly the same moment.

"Where is the Goon?" they all cried together. "If it hadn't been for his old horseshoe," said the first princess, "I wouldn't be living in a world of lies." "If it hadn't been for his old horseshoe," complained the second princess, "the whole world would not go about trembling at the sound of me." "If it hadn't been for his old horseshoe," moaned the third princess, "old Money Bags wouldn't bounce gold pieces into my soup." "If it hadn't been for his old horseshoe," cried the fourth princess, louder than all the others, "the whole world wouldn't stick out its eyes whenever I showed myself." But the fifth princess said nothing at all, but stood sadly looking at the others and shaking her head.

The old Goon had heard enough. First, his thin legs grew like a grasshopper's; then his thin arms grew like a toy balloon and in a second he stood in the midst of them, bowing like a knight of old. "Most lovely ladies," he said in his whangiest voice, "most lovely ladies, you pain me to hear such words falling from your lips." The old Goon did not look very much pained, for there was a merry twinkle in his left eye. "In fact," he continued, "you pain me so much that I have all I can do to keep from dying with laughter." As he said that a merry twinkle twinkled in his right eye. "You see," he grinned, "the old horseshoes about which you complain weren't magical at all!" "Not magical?" screamed the four princesses. "By no means!" bubbled the Goon. "How could they be, when I bought them in the ten-cent store for five cents each?" "Oh!" wailed the four princesses. "Oh, what a faker you are!" "Not at all! Not at all!" laughed the Goon. "While the horseshoes had not magic there was plenty of it in your own dispositions. For instance, the first princess wanted everybody to say pretty, but false things about her and they did. If they didn't she had no more to do with them. The second princess wanted other people to fear her and only those stayed in her service that were willing to be ordered about. The third princess wanted money and so married old Money Bags because he had money. The fourth princess wanted to be talked about and so hired someone to set the tongues of the world wagging. As for the fifth princess, she wanted nothing at all but love and she has received everything. Ah, my dear ladies, blame not me nor my horseshoes. Blame rather your own natures."

With that the old Goon vanished and four of the princesses began telling each other, all at the same time, what an evil Goon he was, but the fifth princess hurried away as far as she could go, so she would not be late to her own wedding. At the wedding everybody marveled at a queer flower in the princess' bouquet. Under a green canopy stood a queer little figure with a long nose. People said it was a marvelous Jack in the Pulpit, but I guess it was only the Goon's way of coming to the princess's wedding.

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The Invisible Choir

The cosmos is blossoming in my garden plot. For those of you who do not know the cosmos let me say that of all fall flowers it is at once the most fragile, the most graceful, the most delicate and the most beautiful. To me the tall cosmos plant is a little Gothic church; its windows veined with slender green threads and aglow with the flickering gleams of a hundred candles awake and wide-eyed on the altars within. In the choir-loft are lovely spirits. Each flower, afloat in the air like the golden head of a cherub, sings in its eight-pointed halo of delicate flame. The angelic choir bends dreamily together when the wind blows. I have tried to listen, — to catch the melody. Now and then a word reaches me, faint and far-off and speaking to my soul and that word is, "Peace," and again "Peace," and again "Peace," as though peace formed the burden of the cosmos song.

Now, you may say that is all nonsense; the golden cosmos' heads cannot sing, and if they could the words would not be English words any more than they would be Arabian words,— and I would admit the truth of what you say and then insist that the cosmos choir, floating in the leafy, latticed choir-loft in my own garden, does sing most entrancingly when I come home, tired out after the day's work; you see the singing is in one's own soul, and the cosmos choristers are within one's own soul, too, and the Gothic church is there and the windows with the green veins, and all the angels are there, also, and all the happy things, and all the memories and all joys. Oh, yes, indeed, the cosmos choir is singing now — for him who listens for its sweet refrain.

Experts in Doing

Today, in a few spare moments, I picked up and glanced through a number of new books. All of them were good books; all of them showed someone's careful, honest toil and all of them were fit in every way to be placed before you for use in your various classes, and yet, as I glanced over page after page the thought came to me: Where is there anything in these books that proves to children the joy and glory of working with their hands, of doing helpful things with their ten fingers, of being of real service in the place in which they live? Where is there anything that proves to children the mighty lessons of unselfishness, of wanting only the good things, of being satisfied with what they can honestly afford, of being happy in their work because they love their work and enjoy doing it for its own sake? Where is there anything in these pages that helps children feel the joy of unselfishness, the real pleasure that comes from "giving up," the happiness that warms the heart when a kind deed is done? And then I wondered how this sort of thing could be written into books. Stories do not carry it; letters do not teach it; wise counsels have no powers to warm the heart as a good deed warms it. And yet, girls and boys, these truths are mighty, mightier far for happiness than knowing how to read or write or work a hard example in arithmetic.. Better far than books is action of some sort or other. The boy or girl who has really felt the joy that comes from honest toil, who has felt the thrill that comes from the doing of some noble, unselfish deed, needs no book to guide him on from work to work and deed to deed. Just as the workman grows expert by the doing of his daily task so must we grow expert by the doing of good deeds. Skill comes only from constant practice, and therefore, he is the skilled workman in the spirit world whose hands are always busy doing good, whose eyes are busy seeing good, whose ears are busy hearing good and whose mind works on from dawn to dark thinking only about good things. Perhaps, therefore, I am expecting too much of the books before me. After all, how can they do kindly deeds or say kindly words for any one of us?

Name Plates

In one corner of my garden the windmills are merrily turning round and round on their golden hubs. There are pink wheels and dark red wheels and white wheels each with eight beautiful vanes, each set high on a leafy scaffolding where the wind will reach it. Of course, by this time you know I am talking about the blossoms on my cosmos plants. You may say to yourself: "Those are not windmills at all. The cosmos flowers do not turn round and round and there is no pump lifting water up out of the earth." Instead of being silenced I merely smile at you, for I know that my cosmos plant is a real, genuine windmill. It is true that man-made wind wheels must turn round and round moving a clumsy crank which in turn operates a rusty iron pump, but my windmills are so wonderfully made that the wheels need not turn at all; the crank is hidden away inside the stems so cunningly that no man has ever seen it, and the pump is a miracle of such wonderful workmanship that the greatest scientist on earth could not make one like it if he had all the wealth on the earth with which to work.

Night and day my cosmos windmills draw up a tiny stream of water out of the earth about their roots and then pump it quietly but firmly through the long main stems, out into all the side stems, and on to the very tips of every leaf and the very fringe of every wheel-like flower.

So, you see, I merely smile at you and your clumsy, creaking, cranking, clattering, bungling old windmill which only goes when the wind blows. I merely smile at the brass plate on one of the tall, awkward legs of it on which is printed: "Manufactured by the Acme Wind Mill Company."

Who has ever seen the name plate on any cosmos windmill? Who could not read its golden, glittering letters if it could be seen,—and live?

Vanishing Wings

Not long ago I read a report of a very noble man on the alarming decrease in the number of our small birds. One part of the report caught my eye and held my mind and filled my heart with sadness, for it said in brief: "The American boy and the common household cat are the chief destroyers of our small bird life. The boy destroys the nests and breaks the eggs while the common cat catches old birds as they feed, or the young ones as they learn to fly." What a sad situation! Can it be possible that the sturdy, honest faced, upward-looking, clear-eyed American boy can lend his powers of hand and brain to so mean and cruel a sport?

One day as I skirted the shore of a little lake I heard a mother duck quack loudly in the reeds, then there was a rush of wings beating the water as though a battle were in progress. A moment later I saw a small animal, which I took to be a mink, swimming swiftly away with a duckling in his jaws. On the opposite side of the lake I saw a man moving cautiously along with a shot gun poised in his hands. Poor little mother duck! Hunted on the water, the land and the air by tooth and gun; her nest destroyed by other birds; her eggs broken by thoughtless boys; her young eaten by wild animals, herself riddled with shot when she darts up into the clear air! I have headed this letter with the title "Vanishing Wings." I want girls and boys everywhere to think of that title and what it means. Springtime and no flutter of golden wings; rose time and no silver melody from thrush or song sparrows; summer days and no long distant calling of the whip-poor-will; moonlit nights full of soft silver things, but no dark swallow threading the sky above the homes of man; autumn days, golden with grain and no sweet calling of the happy quail; winter and snow and wild winds under the eaves and no merry chatter of the chickadee!

Vanishing wings! Vanishing joys; vanishing beautiful things; vanishing hopes and ideals of mankind!

EDUCATION IN ACTION

Campus Drys Mobilize for Drive

At a conference held in Washington for the purpose of planning a four-year prohibition educational campaign in the colleges of the United States C. Irving Carpenter, Bucknell, was re-elected president, and Helen Rhorer, American University, Washington, was elected secretary of the student council of the Intercollegiate Prohibition Association. Widespread discussion of all phases of prohibition and the drink problem among students is to be sought, including holding of group discussion, obtaining special speakers, promoting debates, special contests among foreign students attending American colleges, taking surveys, expression of student opinion, and the holding of state and interstate conferences. The reports of the past year show that forum leaders and student secretaries of the Inter-collegiate Prohibition Association made 261 college and university visits of from one to three days each.

Would Include Dance in Schools

Inclusion of the dance in the athletic curriculum of public schools was advocated by Karl De Schweinitz, director of the family society of Philadelphia at the conference on family life in America today at Buffalo. "We have thought of dancing too much in terms of the relation between the sexes," he declared. "Our civic efforts have been to regulate and supervise, to see that dancing is proper. We have been concerned too little with the art of the dance. There should be emphasis upon skill and beauty in those forms of dancing—the fox trot, the waltz and their derivatives—in which the majority of people participate. Little is being done to cultivate art here."

New College Link To Alumni Planned

Plans to extend the intellectual activities of college men and women beyond commencement and make them a permanent part of graduate life are being formulated by a committee which the Carnegie Corporation of New York is supporting to the extent of $10,000 a year. "The emphasis in modern American college and university life has fallen just a little off key," declared Daniel L. Grant of the Corporation. "Today there are several distinct interests which hold the alumnus or alumni to the Alma Mater. We might classify them as social, athletic, financial, and, in some cases, political. Nowhere do we hear much of the intellectual interests forming any link after commencement. Our object is, in the first place, to make a thorough study of present methods, where they exist, of maintaining the intellectual link between educational institutions and graduates; and, in the second place, to foster such relationships throughout the country."

School Drops Books To Chase a Monkey

Jessie Campbell, fourteen years old, of Washington, D. C., has a white-nosed monkey named Baby, which her father, Andrew T. Campbell, a marine engineer, brought her from Africa. To gratify a desire of her teacher, Jessie took Baby to MacFarland Junior High School, and tied him to the teacher's desk while she went to another classroom. Baby became restless and broke away, jumping about every obstacle in the building looking for his mistress. Excited boys, screaming girls and distraught members of the faculty joined in the chase around corners, through doorways and over desks, but it remained for Jessie herself to catch her Simian pet in an areaway adjacent to the school. The curious teacher announced she had had enough, so Jessie took Baby home.

Vassar Seniors Win New Smoking Room

About $1,150 will be spent to provide an adequate smoking room for seniors at Vassar College, it has been announced. Furnishings will require $900 and about $250 will be spent for a fan and ventilating system to clear the room of fumes from the girls' cigarettes. The room will be outfitted with every convenience for the smokers. The floors will be covered with a seagreen linoleum. Cream curtains with a red and green motif will shade the windows, and there will be comfortable chairs and lounges for thirty smokers. The money will be raised by personal contributions from smoking seniors. The rooms will be open only to seniors. Even guests of seniors, men or women, will be barred.

Students Lose On Fraternity Issue

The fight of Peoria, Ill., high school students for the right to belong to secret societies apparently has ended in victory for the school board. A majority of the nineteen students expelled for belonging to fraternities or sororities returned to school and signed pledges to discontinue their activity. Only seven members of Beta Phi Sigma fraternity remained under expulsion and they still asserted their intention of testing the school board anti-fraternity order in the court. The board claims fraternities dominated the activities of Peoria High School, interrupted studies and promoted discord among the students.

Urges Adherence To Good English

A plea to popular writers to use the best style instead of slang was made by Dr. Robert U. Johnson, poet and formerly Ambassador to Italy. He has just returned from London, where he attended an international conference sponsored by the Society for Pure English of London and the American Academy of Arts and Letters, of which Dr. Johnson is secretary. He expressed the opinion that the use of slang in popular fiction is undermining the appreciation of the public for genuine literature. "My feeling is that a firm line should be drawn between the speech of literature and the speech of familiar conversation, one being the full official dress and the other the fatigue dress of language," Dr. Johnson stated.

Good Reason For Not Changing

Miss Florence Paine, principal of the School Street School, Rochester, N. H., was confronted with an unusual answer one afternoon by a pupil when she asked the question of a class, "Where had you rather live; in New Hampshire or Florida?" The pupil answered by stating New Hampshire, and the reason for such an answer was that New Hampshire had only eight grades in the elementary schools and Florida had nine.

Colgate Students To Be Historians

Writing history after obtaining facts from first-hand information and original documents is to be the experience of nine Colgate University students who are taking part in a research project just started by the department of history and political science. Jonathan A. Rawson, Jr., a resident of Hamilton village who has done a great deal of historical research work and writing, will help coach the students. The history of Hamilton throughout its social, economic, religious and political phases is to receive the attention of four of the students.

To Promote Friendship With Poland

School children of America have started to accumulate 3,000,000 pennies for the purpose of endowing a "George Washington scholarship," as an everlasting memorial to the friendship of Washington and Thaddeus Kosciuszko, and the service of this gallant Pole as colonel of engineering and military fortifications in the victorious army of the American revolution. The George Washington scholarship, sponsored by the Kosciuszko Foundation, will be the answer of America's youth to the tribute of 5,000,000 school children of Poland who, with gigantic parades and national exercises, celebrated the Fourth of July on the 150th anniversary of American independence, and signed the congratulatory message which the President and people of Poland presented to President Coolidge and the American people. The annual income from the $30,000 will be utilized to maintain an American student at a Polish university or a Polish student at an American institution of higher education.

Suggest Longer School Vacations

With the idea of lengthening the vacation season a proposition was advanced at the recent quarterly meeting of the New England Council at Poland Spring, Me., to close the schools a week earlier in June and reopen them a week later in September, so that parents on vacations would not have to rush home with their children at a time when ideal weather conditions prevail in New England. The suggestion came from Andrew L. Felker, commissioner of agriculture in New Hampshire, during a discussion by the delegates on the ways and means of attracting summer tourists to New England. Commissioner Felker stated that he would like to see the vacation season stretched out to September 20, and declared that an effort should be made to take up the matter of school openings and closings with the various state departments of education.

Bob-Haired Teachers Under Ban in Tokio

The latest move by Japanese authorities to curb the growing tendency among Japanese girls to adopt foreign styles in dress and manners is an order forbidding woman teachers to bob their hair for fear of setting bad examples. Any of those who have been progressive enough to yield to the barber's shears before the order went into effect will be requested to resign their positions. It is possible that an order will be issued forbidding teachers to wear foreign dress of any kind if the wishes of Mr. Fujii, chief of the School Affairs Bureau, are adhered to. He also frowns on the excessive use of face powder and rouge. Another evidence of the growing reaction against certain phases of modernism in Japan is the closing of dance halls in Osaka, now Japan's largest city. The same action is contemplated in Tokio and Kobe. The educational authorities may regulate the dress and conduct of teachers, and the police and press may rave about the dangerous actions of the "modern" girl, the despatch stated, but it is probable that as long as there are girls in Japan who prefer foreign dress and short hair to a kimono and long tresses, they will continue to do as they please.

Masons Recommend Journalism Scholarships

Stating that these are crucial times in the world's affairs, with civilization threatened and plots being made to overthrow law and order, Grand Commander Leon M. Abbott, head of the Supreme Council of Scottish Rite Masons for the Northern Masonic Jurisdiction, in his allocution at a recent meeting in Boston, said that to guard American ideals that most powerful instrument in the moulding of public opinion—our newspapers—must be directed by men of the highest ethical and moral standards. He therefore recommended the establishment of scholarships in journalism by the Supreme Council. It has been the custom of the Supreme Council for some time to give scholarships to deserving young men, and at present it gives fifteen annually, the only restriction being that the recipients attend some college or university that teaches and believes in Americanism. The scholarships in journalism will be acted upon by a committee.

Teachers' Colleges Lack Endowments

Though the heads of seven women's colleges have protested against the "unfair neglect of their institutions by philanthropists," it is likely that any three of these institutions possess more endowment than all of the more than 200 teacher-training colleges in the United States, Dr. Bruce R. Payne, president of George Peabody College for Teachers, Nashville, Tenn., said in a recent statement. According to the report of the United States Commissioner of Education for 1925, the teachers' colleges of the nation had more students than all the state universities in America, and did not spend more than $200 per pupil, including operating funds and buildings, Dr. Payne said. "Their graduates are devoting their lives to others. They are not educated for themselves alone. And yet the American legislator and the American philanthropist are grudgingly supporting these schools." The case is "infinitely more discouraging" as to privately endowed teachers colleges, he concluded. "There are single departments in single universities with more endowment than is possessed by all the teacher-training institutions in the United States."

They Don't Mean It

A few of the figures of speech casually used by a woman student in a college in South Carolina during one day were recorded for comparative purposes recently by an observing English professor. He reported that the estimable young woman was apparently none the worse for the strenuous and harrowing experiences through which she went. Some of the feminisms follow: "Do shut that window! I'm frozen stiff—I'm so tired I can't move—I am starved to death—That boy drives me insane every time I see him—Speak louder; I can't hear a thing—I was petrified on the spot—I haven't got a check from home for a thousand years—I dropped dead in my tracks when I heard it."

Cent Lunch for Chicago Pupils

Poorer families in Chicago are hailing with delight a new program for serving school children lunches, which has been inaugurated by the school board. For one cent the child may obtain all he wishes to eat. The establishing of the one-cent luncheon followed an investigation which revealed that many children of poor families became weak and occasionally fainted in the afternoon because they were hungry. One cent will buy a big bowl of soup (which may be refilled), jelly or peanut sandwich, plenty of bread and milk.

College Officials Take Training Course

More than 200 presidents, deans, registrars, business managers, and other officers, representing fifty institutions in twenty states, attended the institute for administrative officers of institutions of higher education, held this summer at the University of Chicago.

College Credits Increase Pay

A permanent salary increase of $4 for every semester hour earned in the University of Michigan and of $2.50 for every term hour earned in Normal schools during the summer has recently been ordered by the Board of Education of Mount Pleasant, Mich. The Board is making an effort to encourage summer-time study on the part of the teachers, it was said.

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TREND OF THE TIMES

ONE MINUTE was consumed in a London court by Judge Mackinnon when he granted 110 divorces. Whether he was trying to beat the world's speed record in such events or was in a hurry to go fishing was not made clear, but he set Justice such a dizzy pace as to leave her breathless as well as blind. There is an English law which forbids the publishing of details and testimony in divorce suits.

A MAN MAY go usefully about his work minus a leg, an arm, an eye, his tonsils, appendix, gall bladder, one kidney, part of his lungs and brain. Dr. John F. Erdmann of New York City is authority for the statement. The number of organs a human being can afford to lose to the knife is steadily increasing due to better methods in surgery and increased knowledge of the functions of organs, he asserts.

STEEL TEETH are among the peace products which the Krupp firm of Essen, Germany, is turning out now. The steel used, known as V. A., is acid proof as well as non-rusting. Steel teeth are claimed to be even superior to gold in durability and at the same time are much cheaper.

MECHANIZATION and improved organization have so improved the productivity of the manufacturing industry in the United States since the beginning of the century that on an average sixty-seven workers in 1925 produced as much as 100 men turned out in 1899, despite the shorter hours now prevailing. If this rate is maintained for the next twenty-five years but forty-five men will be required to produce at that time what nearly seventy are producing now, declares a report of the National Industrial Conference Board.

FLOOD CONTROL in the Mississippi Valley requiring an adequate system of levees, reservoirs and the like would cost about a half billion dollars according to an estimate made by the United States Chamber of Commerce. A committee of the chamber has made an extended survey of the situation and recommends that Congress handle the matter separate from all other legislation with appropriations large enough to insure carrying on the work continuously in an efficient and economic manner.

THOUGH BOTH PARTIES are working for tax reduction it becomes more and more apparent that the average citizen will not particularly benefit. Personal income taxes have been slashed to such an extent that only a small fraction still pay such a federal tax. Another reduction will chiefly affect corporations and other big business. Senator Borah of Idaho predicts that the effort to repeal the federal inheritance tax will fail.

NEW YORK BANKERS should be told in no uncertain terms that the government will disapprove publicly the flotation of foreign bonds for those countries which have not come to an agreement with us on their war debts, and also with those countries maintaining exceedingly large military organizations which are a menace to the peace of Europe and the world, recently declared Congressman Britten, Republican, of Illinois.

DANISH POETS surely must regard their country as a sort of paradise. Poets are so appreciated in Denmark that they are placed on the civil list, with regular salaries from the government. Moreover, in some cases, in the discretion of the Minister of Finance, subsidies may be paid in advance. Poets of other lands are discouraged from flocking to Denmark by the strict protective system which prevails for native poets.

AIR MAIL service doubled from January to July of this year, according to William P. McCracken, Jr., assistant secretary of commerce for aeronautics. About 70,000 pounds was carried in January and slightly more than 140,000 pounds in July. Much of this is attributable to Lindbergh.

GREETING CARDS sent through the mails have increased tremendously in number from year to year declares Postmaster General New. "This is the very best argument that can be advanced against those pessimists and agitators who maintain that there is no spirit of comradeship, friendship nor brotherly love left in the hearts and minds of the American people."

OFFICE-HOLDING and office-seeking class, in particular, dislikes thinking and pretty uniformly discredits both it and the thinker, asserts Dr. Nicholas Murray Butler. "To hold reasoned convictions and to give public expression to them is to incur criticism, possible enmities, and to the office-seeking class this is well-nigh fatal."

The BOOK TABLE

THE FATHER OF "LITTLE WOMEN." By Honoré Willsie Morrow. Cloth. Illustrated. 283 pages. Boston: Little, Brown and Company.

The first great man I ever heard speak was A. Bronson Alcott. That was sixty-four years ago. I was the youngest member of a rather remarkable class in the Bridgewater (Mass.) State Normal School.

I had not adjusted myself as a village youth to the wisdom of the faculty or the wider experience of my classmates when there came to the school for a day A. Bronson Alcott, who made several addresses. I can see him now, can hear his voice. I had no conception of what it was all about, but I did know that I had never read anything like it, and I had a feeling that none of the teachers had any appreciation of it. All I can compare it to is a rainbow bursting upon the sky out of deep black cloud. I saw him in later life, I heard him after I had read about him, after I read Emerson and Thoreau and translations of the wise pedagogues, philosophers and psychologists. I even went for an afternoon at his Concord School of Philosophy, but I could never have the same awe-inspiring rainbow vision that I had when first I saw and heard him at Bridgewater, but in the twenty-five years that I knew of him and saw him occasionally I never wholly lost the flavor of that day with him at Bridgewater.

I have heard Honoré Willsie Morrow give as fascinating an address as I have heard, and her pen has the same charm for me that her address had, so that 'The Father of 'Little Women'" by Mrs. Morrow was irresistibe. I am glad Mrs. Morrow has given us this book, which gives a brilliant picture of Mr. Alcott's life, which has never been pictured as beautifully before.

BEGINNERS' HISTORY OF THE UNITED STATES. By James A. Woodburn, Indiana University, and Thomas F. Moran, Purdue University. Cloth. 500 pages. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

Here is a book that will be read with enthusiasm by sixth and even by fifth grade pupils, and will give a thrill that will modify their civic life and adolescent reading and study.

On more than one occasion in the Journal of Education we have referred to the case of a man in Revere, Massachusetts, who named the first public school in America for Louis Pasteur because he heard a lecture by a physician in Bangor when he was in the seventh grade.

Here is a history of the United States, concise, clean cut, every way reliable, that is built up through a series of biographical thrills around Leif Ericson, John Cabot, Magellan, Balboa, Ponce de Leon, De Soto, Sir Francis Drake and Raleigh, John Smith, John Winthrop, King Philip, Henry Hudson, William Penn, Oglethorpe, Marquette, and all the famous leaders from Columbus to Lincoln.

With equal vividness are presented the Inventors, Labor Leaders, Scientists, Educators and Social Reformers. It is in every way an important contribution to school literature.

SCHOOL ACTIVITIES AND EQUIPMENT. A Guide to Materials and Equipment for Elementary Schools. By Rose B. Knox, Maryland State Normal School. Cloth. 386 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Here are a vast number of details some of which will help any teacher, every teacher in a rural, village, or elementary city school in any part of the United States or Canada. It is useless to attempt to direct a teacher to anything in it, for its usefulness is as pervasive as air or sunlight. The author has had much experience and has read every suggestion of every one who could make a contribution, and she has brought together for universal use everything that can be of service and has classified them so that they can be picked up with the least possible loss of time or effort. The book reminds one of a cash and carry store, a sort of Woolworth store, where one can get anything needed for a mere trifle. We cannot see where the author could have added one item to have made the book more useful in its line than she has made "School Activities and Equipment."

MAP EXERCISES, SYLLABUS, AND NOTEBOOK IN WORLD HISTORY. By R. C. Willard and Edward K. Robinson. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is the latest word in effective opportunity of throwing responsibility upon students in the study of world history. It makes the evolution of civilization as natural as the coming of the seasons from seed time to harvest and market. The student has only the outline, with outline maps for the two hundred topics in forty-three subdivisions of the seven periods from the Life of Early Man to Problems in Russia, Italy and Great Britain Today.

Through the map studies it fixes clearly in the mind of the student the more important geographical and political features that have influenced the course of history; it provides a syllabus of more than ordinary value; it includes blank pages following each lesson for notebook work; and gives a topical survey of the entire subject.

THE NEW RATIONAL TYPEWRITING. By Rupert P. Sorelle. New York, Chicago, Boston, San Francisco: The Gregg Publishing Company.

The New Rational is based on the idea that the main object sought in the study of any subject is the development of power. The development of mechanical skill as a typist. The development of the technical education of the student as an effective business worker, and the development of initiative, self-reliance, and real typing power. This is achieved through the laboratory problems that call for the constant exercise of judgment, instead of presenting material merely to be "copied."

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Repetition is employed in an entirely new way. The finger drills contribute to three types of skill—familiarity with frequently recurring syllable and letter combinations as employed in words of frequent usage, mechanical facility, and independent finger control.

PENNIE. By Bertha B. and Ernest Cobb, with paintings by L. J. Bridgman and a frontispiece by Mary Louise Parker. Cloth. Newton Upper Falls, Mass.: The Arlo Publishing Company.

The Arlo Books always play true to the art of skillful writing for children, which is rarely true in children's books, especially those intended for school use.

There is always adequate variety, but above all there is a central purpose from which there is never any detour. In "Pennie" this plan is notably in evidence. The plot of "Pennie" has several personalities with fascinating interest. A woman leaves a baby in a home. The baby is in every way lovely. An interesting elderly neighbor eventually proves to be the grandfather of the baby, whose mother

died in a distant state, and Pennie finds at last that she can keep the baby she so longed to have.

All this makes an interesting story, but none of this is the real mission or message of the book, for that which makes the book of surpassing importance is the motherly instinct of Pennie, the devotion of this little girl to the baby, her service to her mother, and the way her character develops through her relation to the various persons in the neighborhood, always in the interest of the baby she mothers so sweetly.

Nowhere in literature have we seen in a simple vocabulary so complete and beautiful a series of pictures of child life; one that every child will enjoy. The woman who brings the baby, the mother, the baby, the grandfather, the girl chums, the man who furnishes milk, the storekeeper, the busybodies, all appear and have their part; but there is no scene in which Pennie is not the outstanding interest, no action where the development of her personality and character is not pre-eminent. As a specimen of literary art, as well as a revelation of social psychology, this book is invaluable.

WHAT SHALL THE PUBLIC SCHOOLS DO FOR THE FEEBLE-MINDED? A Plan for Special-School Training under Public School Auspices. By Guy Pratt Davis, State Teachers College, Indiana, Pennsylvania. Harvard Studies in Education, Volume X. Cambridge, Mass.: Harvard University Press.

The hardest lesson the public school has to learn is that flexibility is the highest virtue attainable. There is nothing which teachers, principals, superintendents and Boards of Education enjoy as much as defiance of flexibility. They all magnify uniformity and regularity. Toeing the mark is as much a passion of administration as it was a century ago. The only difference is that we want the head instead of the toe on the chalk line.

We can imagine the anguish of soul of every one in the system when the tenth volume of Harvard Studies in Education asks: "What Shall Public Schools Do for Feeble-Minded?" and then proceeds to tell us that it is a function of the public school to provide a "Plan for Special-School Training of the Feeble-Minded" under public school auspices.

Those who enjoy seeing traditionalists squirm under the unseasonable heat of the increasing years of the twentieth century will revel in the way in which Guy Pratt Davis uses the wisdom and vision of the late Dr. Walter E. Fernald, who for thirty-seven years was the great American leader, who was the first scientist to appreciate that the first step in the education of the feeble-minded is for a program of happiness in doing something for which their capacity fits them.

It was our privilege to have known Dr. Fernald especially in the early years of his study of the problem of feeble-minded children, and from the first he sought ways and means to have these children happy in doing what they could do effectively. We welcome this book, which is really a memorial to Dr. Fernald as a brilliant study of the art of using the public school skilfully in the teaching of normal as well as abnormal children.

PHILOSOPHY OF ATHLETIC COACHING AND CHARACTER, WITH THE PSYCHOLOGY OF ATHLETIC COACHING. By Elmer Berry. Illustrated. Cloth. 214 pages. New York: A. S. Barnes and Company.

Physical education is no longer an incidental factor in education, but is a basal factor. An editorial writer of high repute is devoting time and energy to the promotion of physical education in Eastern Massachusetts. It is his major interest in life. When we asked him the reason for intense activity his reply was that he had three daughters in whose education he was supremely interested and there was no public or private school or college that thought of physical education as a major feature of a girl's education. He said that no one who dominated education gave it more than a passing thought. His arraignment was unanswerable.

Good health and adequate physique are fundamental to ethics and aesthetics, to good citizenship in peace as in war. "Health comes in through the muscles and flies out through the nerves."

The modern home is no longer a trade school, a gymnasium, a hospital, a social centre, and a source of culture combined. Modern life has greatly reduced the possibilities of the home as an educational institution.

Social contacts are peculiarly fundamental to citizenship in a democratic "melting pot" like America. The social life of the home is reduced; that of the neighborhood and community is greatly restricted; commercialized amusement and recreations furnish dangerous substitutes. One of the great future problems of education is to shape an adequate and workable social policy for our schools and devise activities that will secure desirable social values.

Ethical principles can be taught, but people must *experience* ethical situations, make ethical choices, be led, influenced, guided into right ethical reactions if a high ethical citizenship is to result.

"The right control of emotions demands help from the school. Our people must acquire tough nervous systems adequate for our civilization—else education will be to no purpose. Social, ethical, and emotional characteristics determine one's character. If the school develops these characteristics in the right way it will be the great American laboratory of character. To no other institution in American life is such an opportunity for building character offered, and on no other institution in American life does such heavy responsibility rest. The modern school must learn how to produce citizens of character.

The time has come when a statement of the inherent underlying psychological principles of athletics is exceedingly important. This should not be a matter of applying the details of educational psychology to athletics, important and valuable as that would be, but rather a statement of the peculiar, fundamental, basal principles relating to athletics, especially the great team fighting games. Such principles exist; and they are of special significance and value to education.

The application of these principles to the problem of athletic coaching together with the application of the laws of educational psychology, represents the practical part of this study for teachers of physical education and athletic coaching.

Education should have some conception of the practical problems of the athletic coach, and the coaches should have an understanding of the wonderful fundamental contribution which they are privileged to make to education.

The fundamental conception is the rapidly growing conviction among psychologists, general educators and teachers of physical education alike that big-muscle activity is fundamental and that there is underlying it a psychology of basic importance to general education. In these activities come many social situations, ethical choices, and emotional states that inherently affect character. Physical education, properly directed and supervised, furnishes to educational leaders a powerful agency for social, ethical, emotional, and character training. "Philosophy of Athletic Coaching" is the most hopeful sign we have seen that there will be adequate attention to the great problem of utilizing school athletics in the present emergency.

Books Received

"Billy Boy's Book." By Alice Hanthorn. Chicago, Illinois: Benjamin H. Sanborn and Company.

"Important Events of the Past Five Years in European and American History." By F. E. Moyer. 603 West 51st street, New York, N. Y.: Self-Test Publishing Company.

"Laboratory Experiments in Practical Chemistry." By N. Henry Black. The Macmillan Company.

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GRINS BETWEEN GRINDS

Oh, Yes—Very

"Are Florida alligators tame?"

"Well, they'll eat off a man's hand."—Life.

Grounds Aplenty

Judge—"What are your grounds for divorce?"

Flapper Wife—"Well, I'm married, ain't I?"—Capper's Weekly.

The Arch-Pretender

Johnny hesitated when his teacher called on him to recite. The teacher, who wished to cure pupils of bluffing, said to him: "John, what would you call a person who pretends to know everything?" Johnny (immediately)—"Why, a teacher, of course."

Hitting the Low Spots

Hemmanhaw—"Do you travel much in that old flivver of yours?"

Shippenmate—"From coast to coast."

"Goodness! have you really gone from Maine to California in that boat?"

"Oh, no, I mean I coast down one hill and then tow it up another one and then coast again."—Youngstown Telegram.

An Easy "A"

"What is ordinarily used as a conductor of electricity?" asked the professor.

"Why-er," began the student, all at sea.

"Wire. Correct. Now tell me, what is the unit of electric power?"

"The what, sir?"

"Exactly, the watt. Very good. That will do."—Outlook.

No Animals Served

There was a long line waiting for the mail in a country post office when a man in the rear shouted: "Any mail for Mike Howe?"

"Nope," called the postmaster, "no mail for your cow or anybody else's."—Liberty Boag.

The Way It Sounded

Young Man—"May I have this dance?"

Young Lady—"No; I am too danced out."

Young Man (a trifle deaf)—You're not, madame, you're just pleasingly plump."

Johnny's Joke

"Pa, what's the difference between a hill and a pill?"

"I don't know, my son, unless it's that a hill is high and a pill is round—is that it?"

"Naw! A hill is hard to get up and a pill is hard to get down."—Boston Transcript.

Knew His Dad

A little boy went to the railroad station to see his father off on a visit. Amid the usual farewells, kisses, and waving of handkerchiefs, the train pulled out, and the little boy gazed longingly after it until it disappeared in the distance. Shortly afterward a locomotive came in sight with a train of the same length as the one that had taken his father away, and as it entered the station, he clapped his hands excitedly, and shouted: "Mama! Mama! Here comes the train back again! Papa forgot something."

"Now, William," said his teacher, who was testing her scholar's knowledge of the proverbs, "let's see if you can finish this one: 'Cleanliness is next to'—what?"

"Impossible," was the quick response.—School Board Journal.

Well Done, Harold

Harold is four years old and his father took him into a candy store. The proprietor gave him a piece of candy.

The father said: "Now what do you say?"

"I've got two brothers at home," he replied.—Indianapolis News.

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JOURNAL MAIL BAG

Use the Notebooks in History

Editor, Journal of Education:—

It is a commonly accepted fact that pupils in history classes should keep notebooks. But few teachers, however, know just how to go about it to create effective notebooks. "The student keeps the book, the teacher guides it" should be the motto. This applies to all classes beginning with the eighth grade.

I have my students keep their notebooks in sections. First, there is the "answer" section. For each chapter we study, I evolve a set of questions which hinge on the important factors studied.

For example, in my eighth grade American history, we recently studied a chapter "Early Domestic Problems—Territorial Expansion." Here are the questions the eighth graders had for their notebooks:—

1. What is meant by "machinery of government"?
2. What are the benefits of Hamilton's financial policy?
3. What did the "Whiskey Rebellion" settle?
4. What was the difference between Federalists and Anti-Federalists?
5. Why was the Louisiana Purchase important?
6. Who were some early explorers of the West? What did they do?
7. What does the First Amendment mean to you?

I encourage students to use other books beside the text in getting concise, yet complete answers. Such books as encyclopedias, historical readers, magazine articles, etc. Unless a student is definitely stuck, I let each work out his own problem. I have found by experience, a committee of two is a good unit for work; but larger groups do not work so efficiently.

Sometimes I give the questions before a chapter is studied, sometimes after. It is better not to follow a definite schedule.

A second section of the notebook is reserved for outside reading, and the size of this section, of course, varies with the class. A lower class can do one or two outside readings a week; an upper class preparing for college examinations ought to do the same number per day. I select the readings, though often I give the students a choice. I have found that as the students hunt around to find the easiest reading, they unknowingly absorb a considerable bit of history.

The third section is for "special articles." I put a list of subjects on the board from time to time, and each student selects the one desired. In the colonial period I might suggest: "Life on a Colonial Farm," "The Church in Early Times," "Beginning of Manufacturing in New England," etc. I use the same subjects in all grades, and mark according to what I expect from the age and background of the class. I try to pick subjects which will require looking up, for I believe that is one of life's best habits.

The fourth section is for "Items," in which each student is allowed to do as much or as little as he likes, and to use his own judgment about it. The students display remarkable ingenuity in garnering newspaper clippings, pictures, etc., and arranging them to please themselves.

The last section of the notebook is for maps. This is a favorite "hobby" of mine. I don't believe the average history teacher half realizes the educational value of maps which the students execute themselves. I use the "Outline" maps 7½ by 10 inches in size, and which come blank except for state boundaries. Each period of history allows for the use of several of these, and I have found that ninety-five per cent. of my students thoroughly enjoy turning out a first-class colored map. If an eighth grader draws the Louisiana Purchase, and colors it so he can see just what it is, he will remember it all his life. On the back of each map should be written an explanation. This writing and the map together will fix the subject in the pupil's mind.

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Flint Sees New College Spirit

"I am willing to delegate to the representatives of the student body for administration any matters for which they are equipped, ready and willing to assume responsibility," recently declared Charles W. Flint, chancellor of Syracuse University. "In the history of university administration," he said, "one notes a period of arbitrary rule by college officers. This was followed by the idea of student self-government, so-called, carried in some instances to such an extreme that the students were unable to handle the problems or bear the burden." A new spirit in college education, the Chancellor said, comes with the disappearance of that high school idea that student and faculty are antagonistic groups; that anything which the faculty wants the student must naturally not want. This point of view carries over from grammar school and high school days and shows, he said, extreme immaturity of mind.

Meetings To Be Held

NOVEMBER.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

17-19-20: American Vocational Association Convention, Los Angeles, California. Benjamin W. Johnson, secretary, University of California, Los Angeles.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

28-30: American Historical Association: John S. Bassett, 58 Pomeroy Terrace, Northampton, Mass.; Washington, D. C.

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